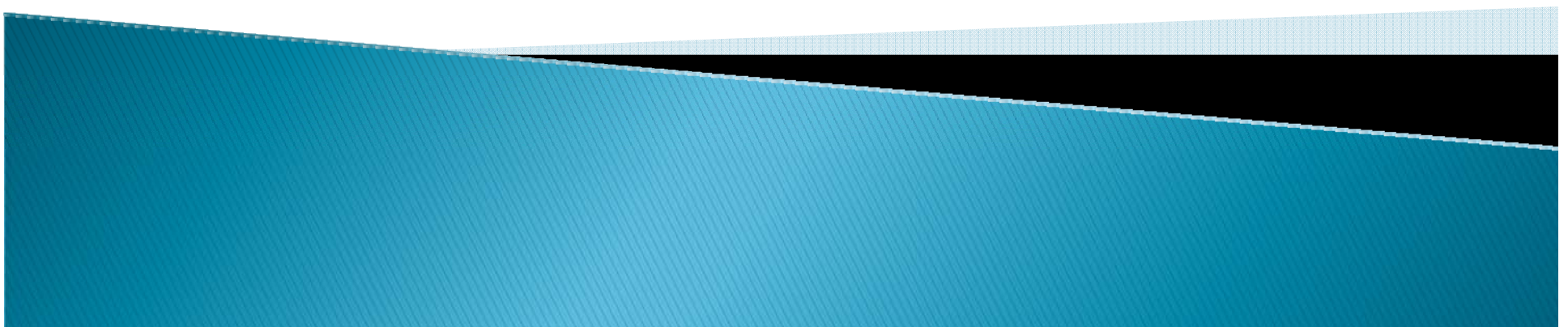
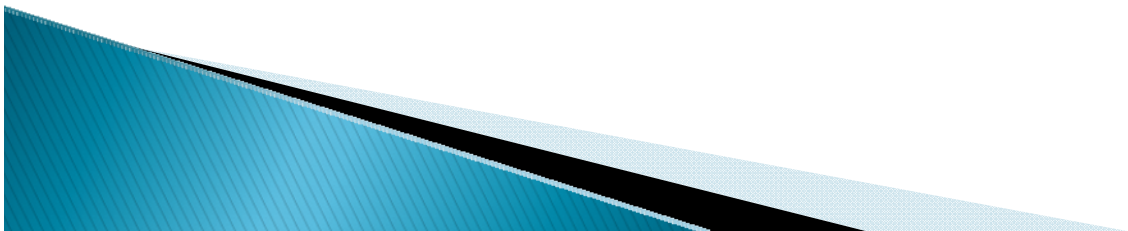


The Orr Turnaround Story



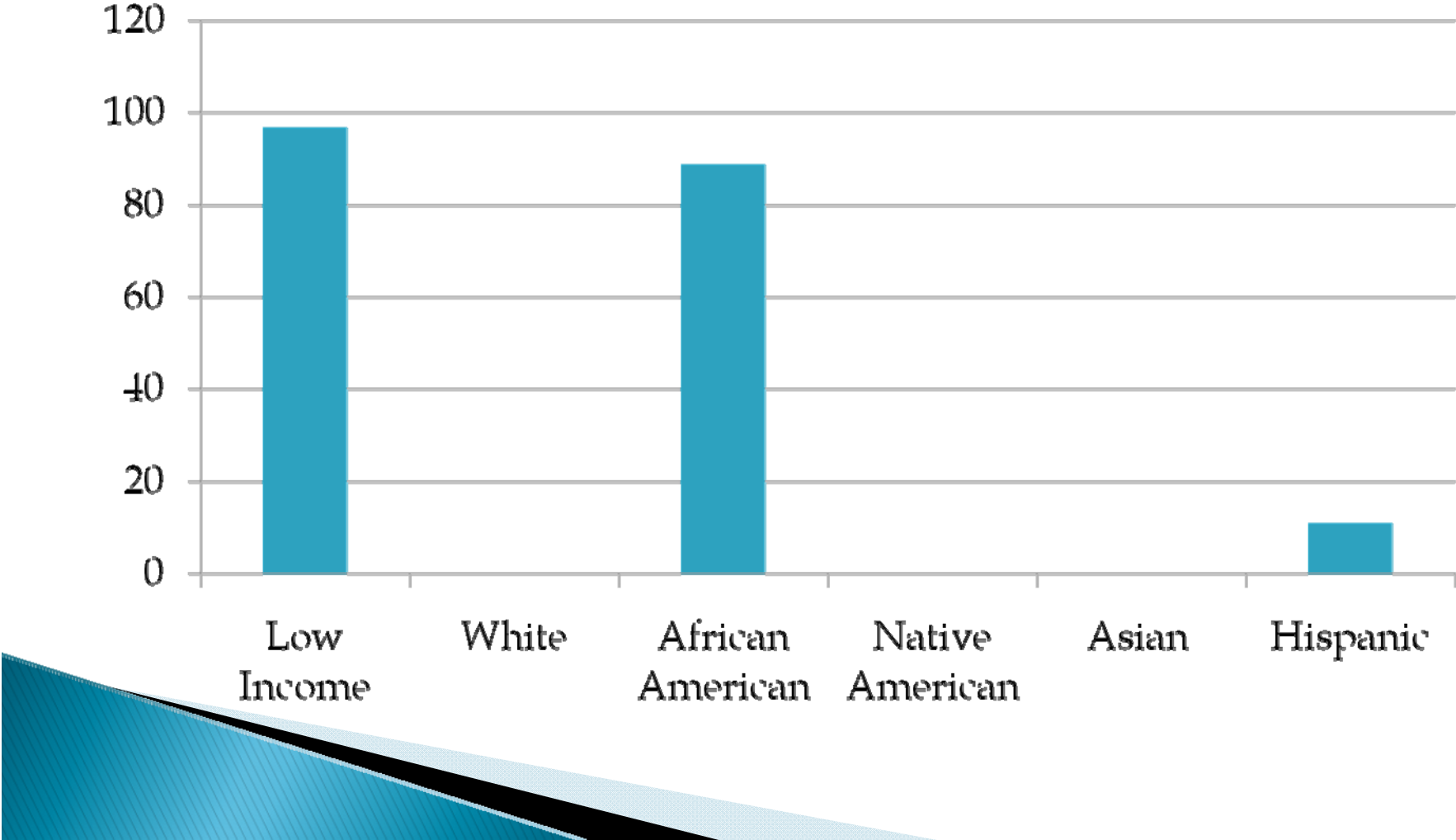
Orr Campus in Fall of 2007

- ▶ 3 small schools sharing one campus
 - Mose Vines Preparatory Academy High School
 - Applied Arts, Science, and Technology Academy(AASTA)
 - EXCEL
- ▶ Located at 731 N. Pulaski, on the West Side of Chicago
- ▶ The Orr campus had been shut-down or restructured 3 times within the last ten years.



Orr Campus 2007

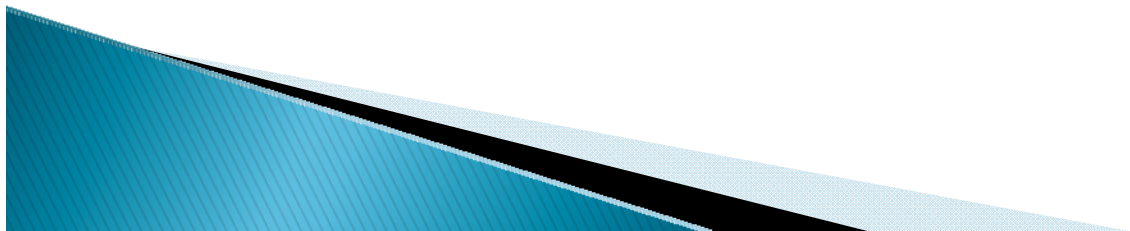
Percentage of School



Orr Campus 2007

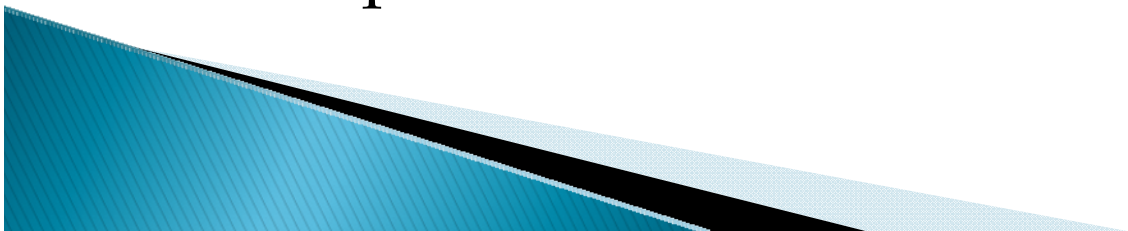
PSAE % Meets/Exceeds

	Reading	Math	Science	Composite
Vines	13.9	3.8	9.1	8.9
Excel	20.4	7.4	5.6	11.1
AASTA	14.8	3.7	11.1	9.9



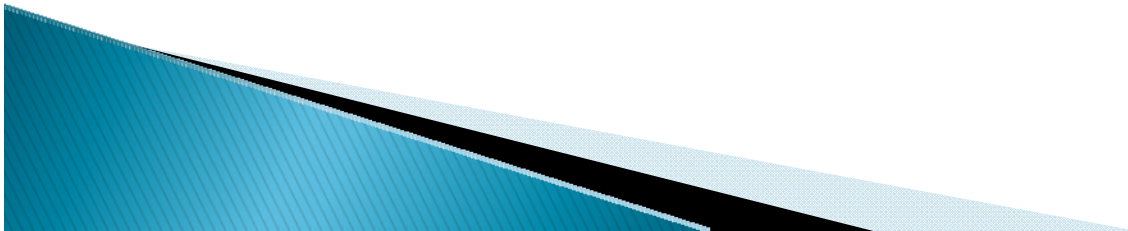
Mikva Challenge Peace and Leadership Council partners with Orr campus

- ▶ Mikva Challenge's mission is to develop the next generation of civic leaders, activists, and policy makers by involving young people directly in the democratic process
- ▶ PLC's were formed to create a culture of peace in the school. Our strategy is to develop young leaders who work with the school leadership team to improve the school's culture and climate.



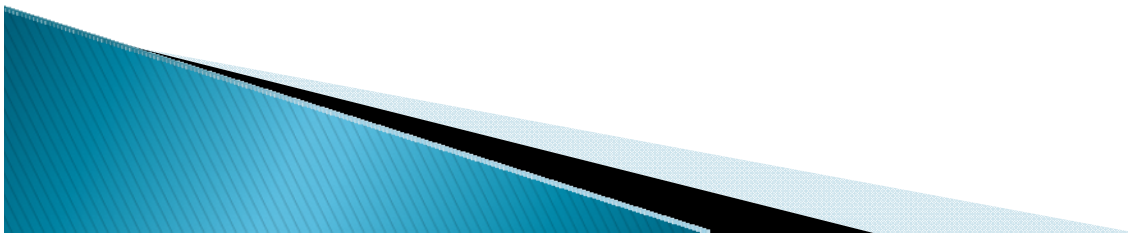
PLC Details

- ▶ 25 students recruited from all three small schools
- ▶ Students met for 10 weeks per semester
 - 3 days per week
 - 3 hours per day
- ▶ Partnered with After School Matters, which provides student stipends



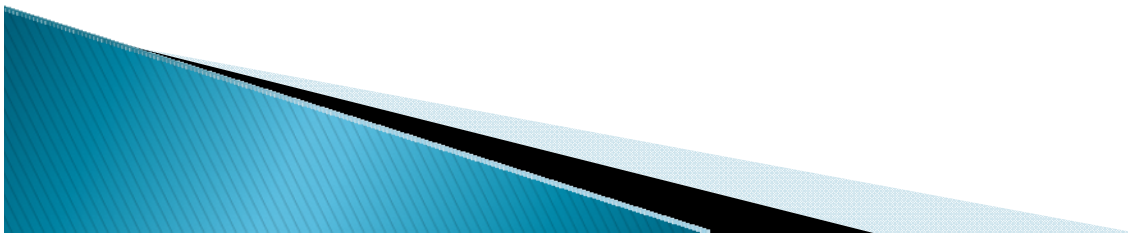
5 steps of the PLC

1. Teambuilding and Leadership Development
2. Analyze Community
3. Create recommendations to improve the school
4. Present recommendations to leaders of all three schools
5. Identify two to three recommendations and TAKE ACTION!!!!



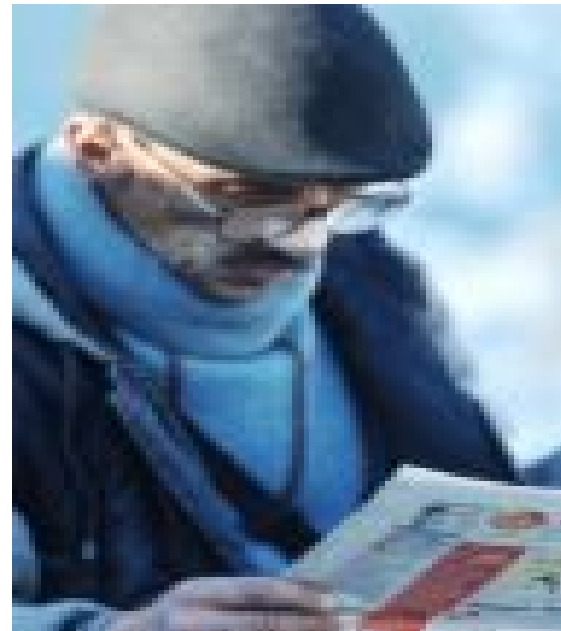
Orr Pre-Turnaround Pros and Cons

- ▶ Small School- Family Atmosphere
 - Good teacher-student relationships
 - Students knew each other
 - Some strong academic teachers who knew how to push students
- ▶ Poor coordination between schools
 - Tensions between students from different schools
 - Tension between adults in the school
 - Lack of shared of resources and programs
 - Not enough strong teachers



Headlines across Chicago In January 2008

- ▶ **Teachers, staff out at 8 CPS schools**
- ▶ **Board Votes To Close Or Consolidate 18 Schools**
- ▶ **Parents Protested Changes Wednesday In Hopes Of Influencing Afternoon Vote**



Board of Education Hearing

- ▶ Blocks Together organized stakeholders to try to stop school closing
- ▶ Students, teachers, and parents from three small schools marched, protested and spoke at Board meeting
- ▶ Board highlighted test scores and attendance
- ▶ Students, teachers and parents highlighted relationships



Students and Teachers Reaction to Board Vote

- Sense of inevitability– Students felt like their voices were not considered during the decision making process
- Anger – Fights escalated both inside and outside of the school
- Lowered Expectations – Feelings of inadequacy led students, teachers, and staff to “throw up their hands” and say “Why bother?”



Meanwhile, at the PLC...

- ▶ PLC focused on shaping the new school- what programs and qualities should the new school possess
- ▶ After decision was final students met with Board President Rufus Williams and Area Instructional Officer Dr. Cynthia Barron
- ▶ Held focus groups with Students and Teachers to develop recommendations for the new school



Principals take a stand

P ride

E xcellence

A ttendance

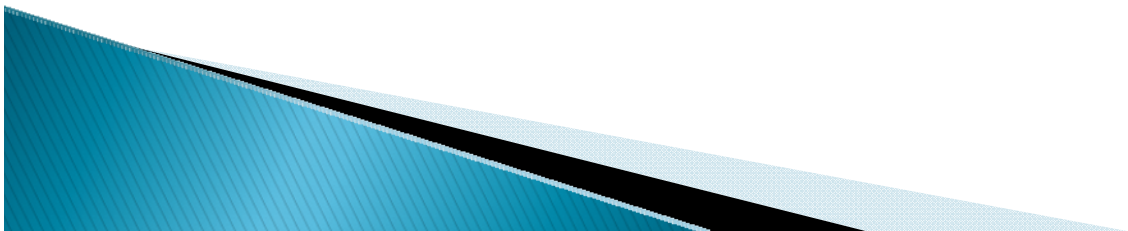
C ollaboration

E fficacy

O pportunity

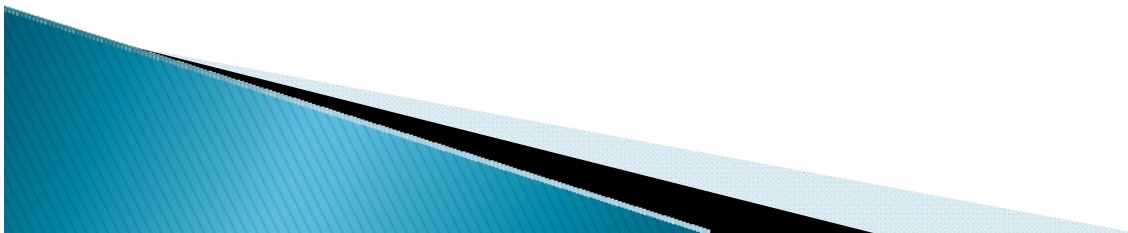
U nderstanding

T rust

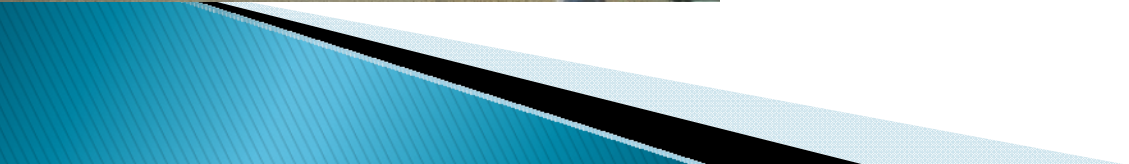


Looking Forward to a New Orr

- ▶ Peace and Leadership Council presented recommendations to incoming Principal Jammie Poole
- ▶ Principal Poole met with all Orr students
- ▶ Principal Poole's vision for the school
 - Focus on relationships between students and adults in school
 - Commitment to instilling pride in Orr High School
 - Developing strong extracurricular activities



Orr High School Today



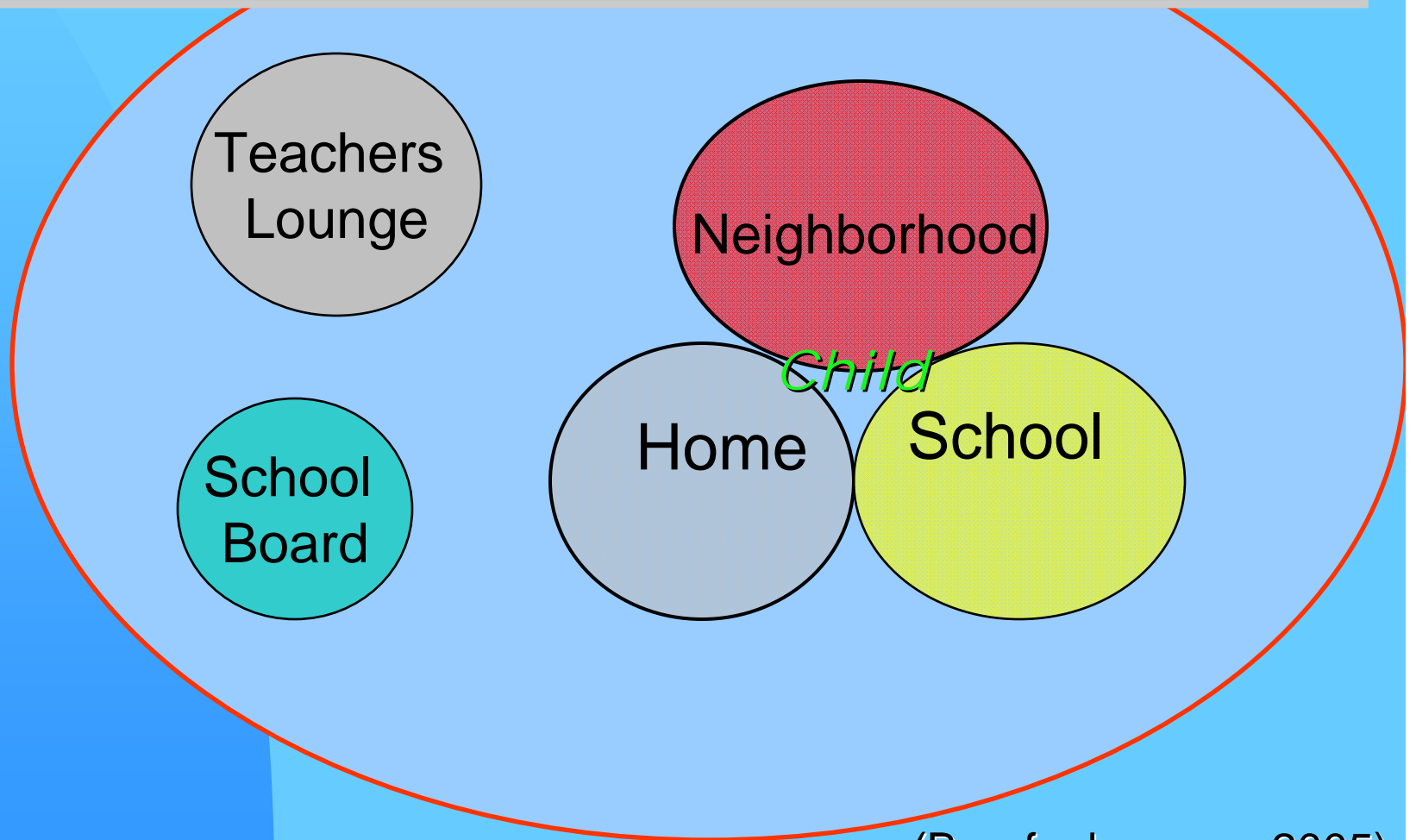
Social Capital and School Success

Michael E. Woolley, Ph.D.
University of Chicago
School of Social Service Administration
mew@uchicago.edu

Outline

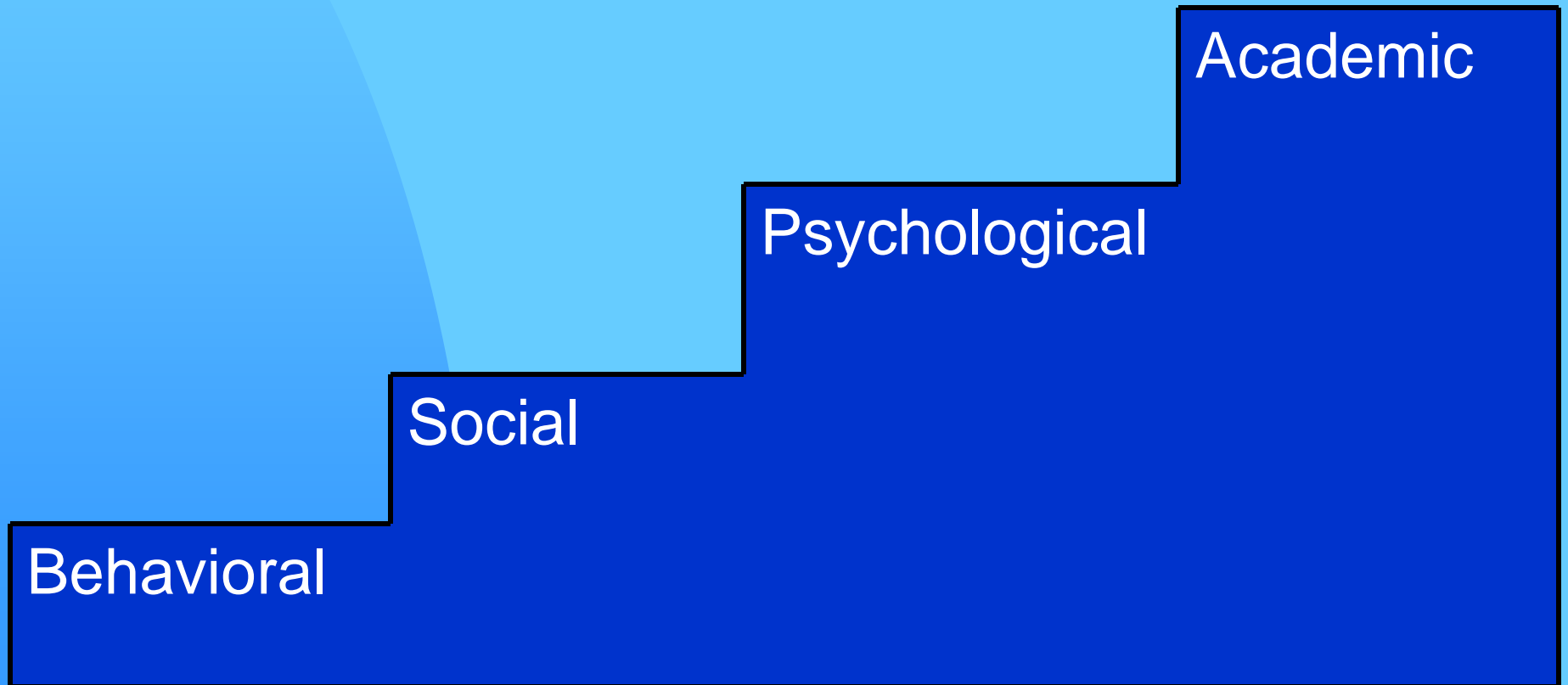
- Conceptual Framework
- Key Concepts
- Research Support
- Application to School Turnaround

School success is influenced by relationships across all three key places children live, learn and grow



(Bronfenbrenner, 2005)

Steps to School Success



(Woolley & Grogan-Kaylor, 2006; Informed by Maslow, 1970)

Key Concepts

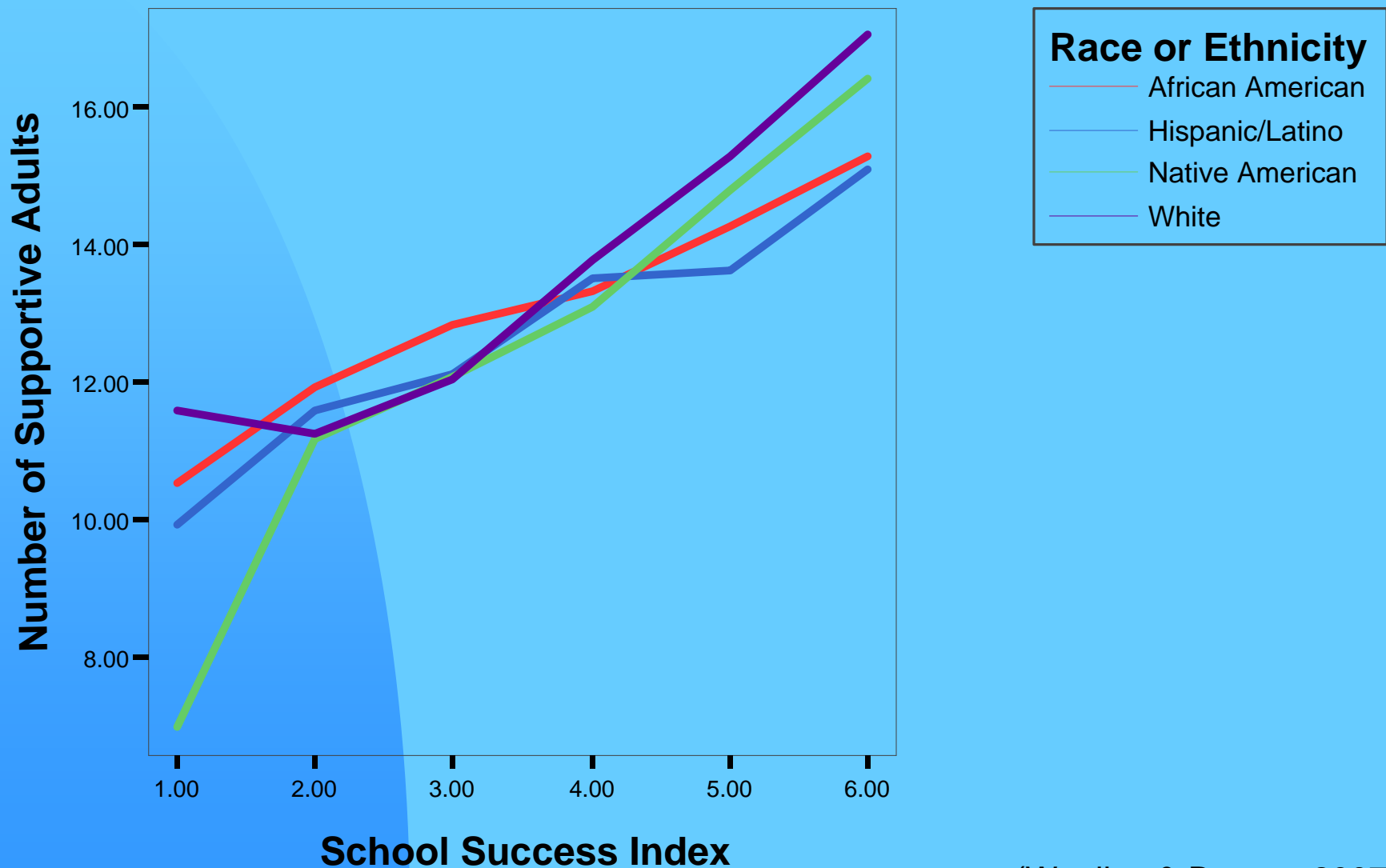
- **School Climate** – Is how a school feels to the students, families and staff. It emerges from the social capital in the school including support, trust, and respect.
- **Social Capital** – Social Capital Theory asserts that increased exposure to attentive, caring and supportive adults, predicts better school outcomes for youth.
- **Expectations** – Adults holding and communicating high expectations for student success in the present and future.
- **Social Support** – Relationships characterized by caring and a willingness to give time and attention.
- **Academic Press** – A climate of high standards for school performance with adults encouraging, even pushing, students to achieve.

The power of Supportive Adults in the lives of students

- When students report an increased number of supportive adults in their lives they have:
 - ◆ Fewer behavior problems at school
 - ◆ More positive attitudes toward school
 - ◆ Better academic performance
- The presence of supportive adults reduces the impact of environmental risk factors.
- When student exposure to risk factors and the number of supportive adults are taken into account, race/ethnicity differences in school outcomes disappear, and family SES differences are reduced.

(Woolley & Bowen, 2007)

Supportive adults in the lives of students leads to school success



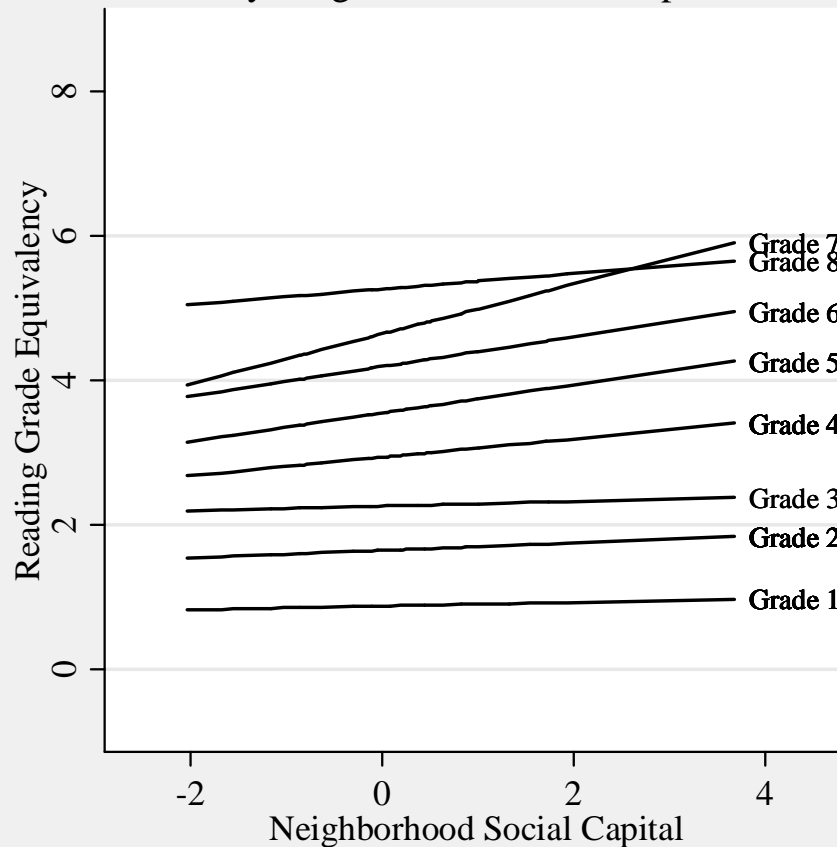
(Woolley & Bowen, 2007)

The influence of Social Capital among Neighborhood Adults on school Academic Achievement

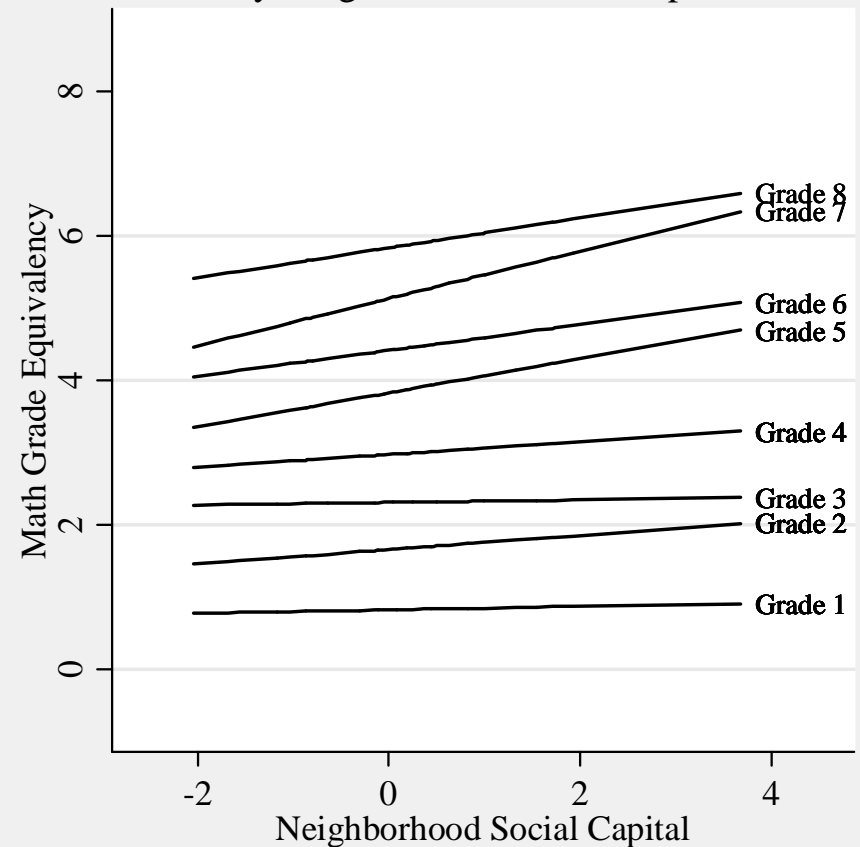
- A survey of neighborhood adults across a city when analyzed with achievement data for all students in grades 1-8 found that neighborhood social capital was associated with test scores.
- Increased levels of supportive interactions among adults in a neighborhood as defined by census blocks predicted higher standardized test scores.

Neighborhood Social Capital and School Success

Reading Grade Equivalency
By Neighborhood Social Capital



Math Grade Equivalency
By Neighborhood Social Capital

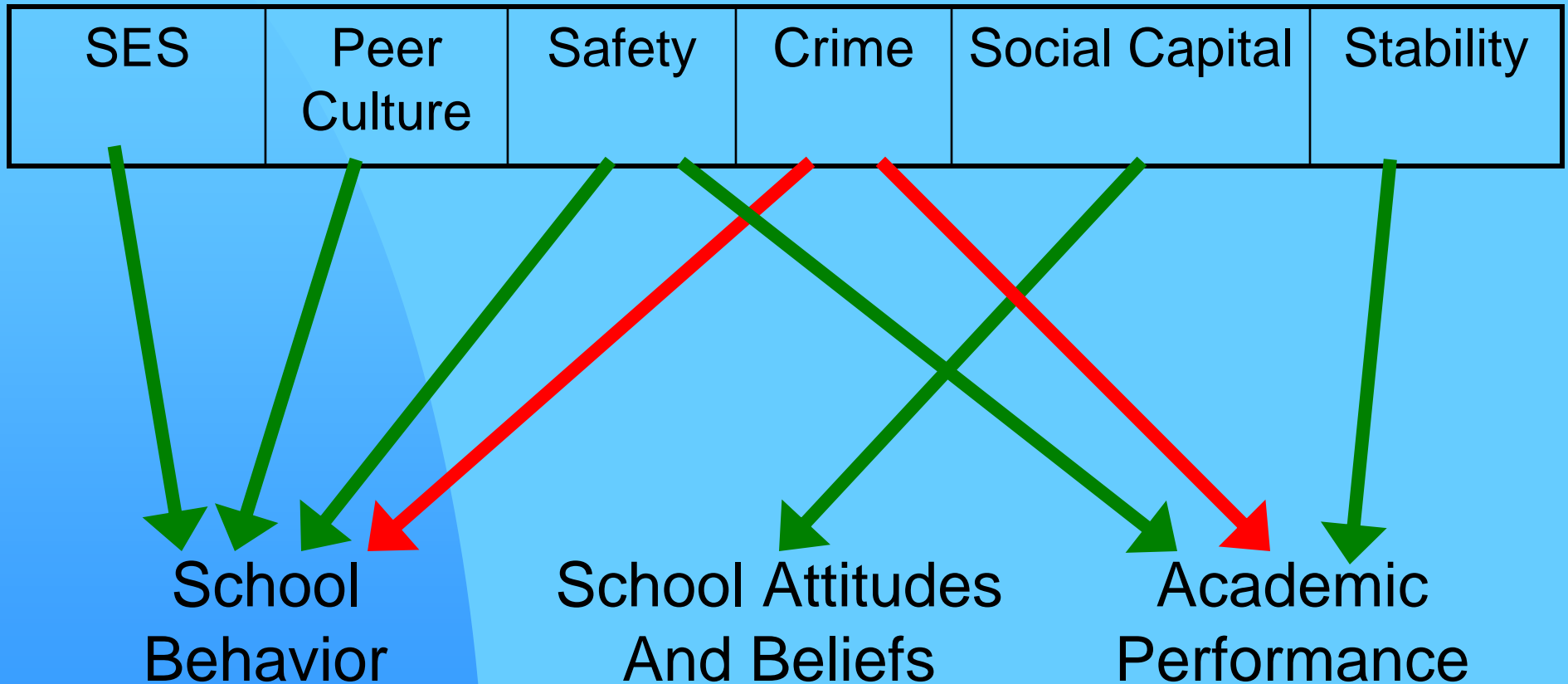


Social Capital Across the Neighborhood, Home, and School

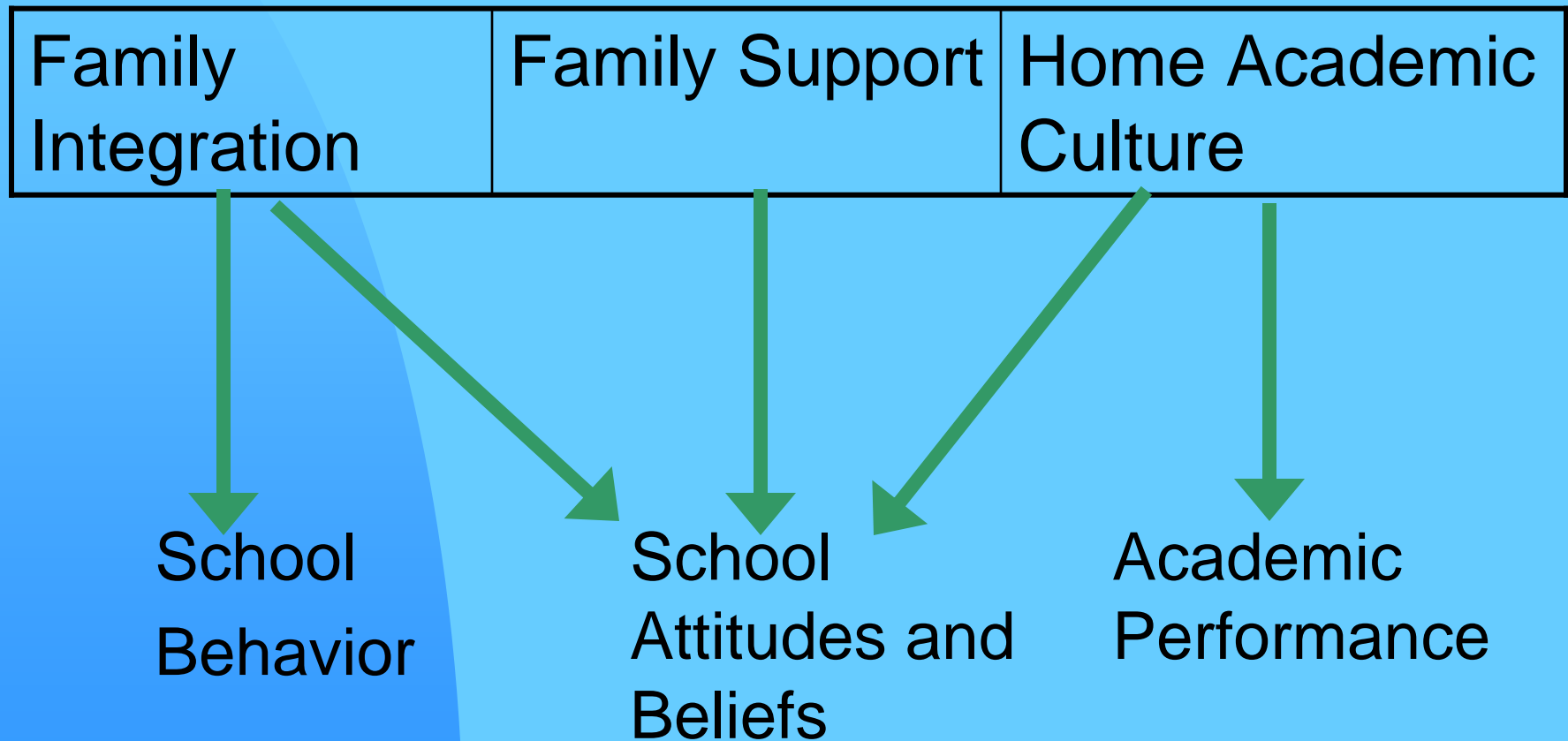
- This study examined the influence of student reports of their environments across home, school, and neighborhood.
- Three school outcomes were examined: behavior at school, attitudes and beliefs about school, and grades.
- We found that different aspects of those key social environments had differential influence on those three school outcomes.

(Woolley & Grogan-Kaylor, 2006)

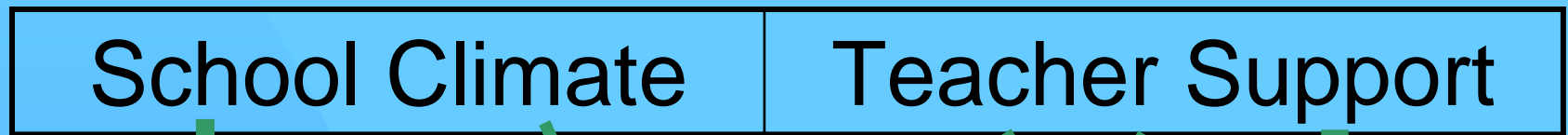
Neighborhood and School Success



Social Capital at Home and School Success



School Social Capital and School Success



School Climate

Teacher Support

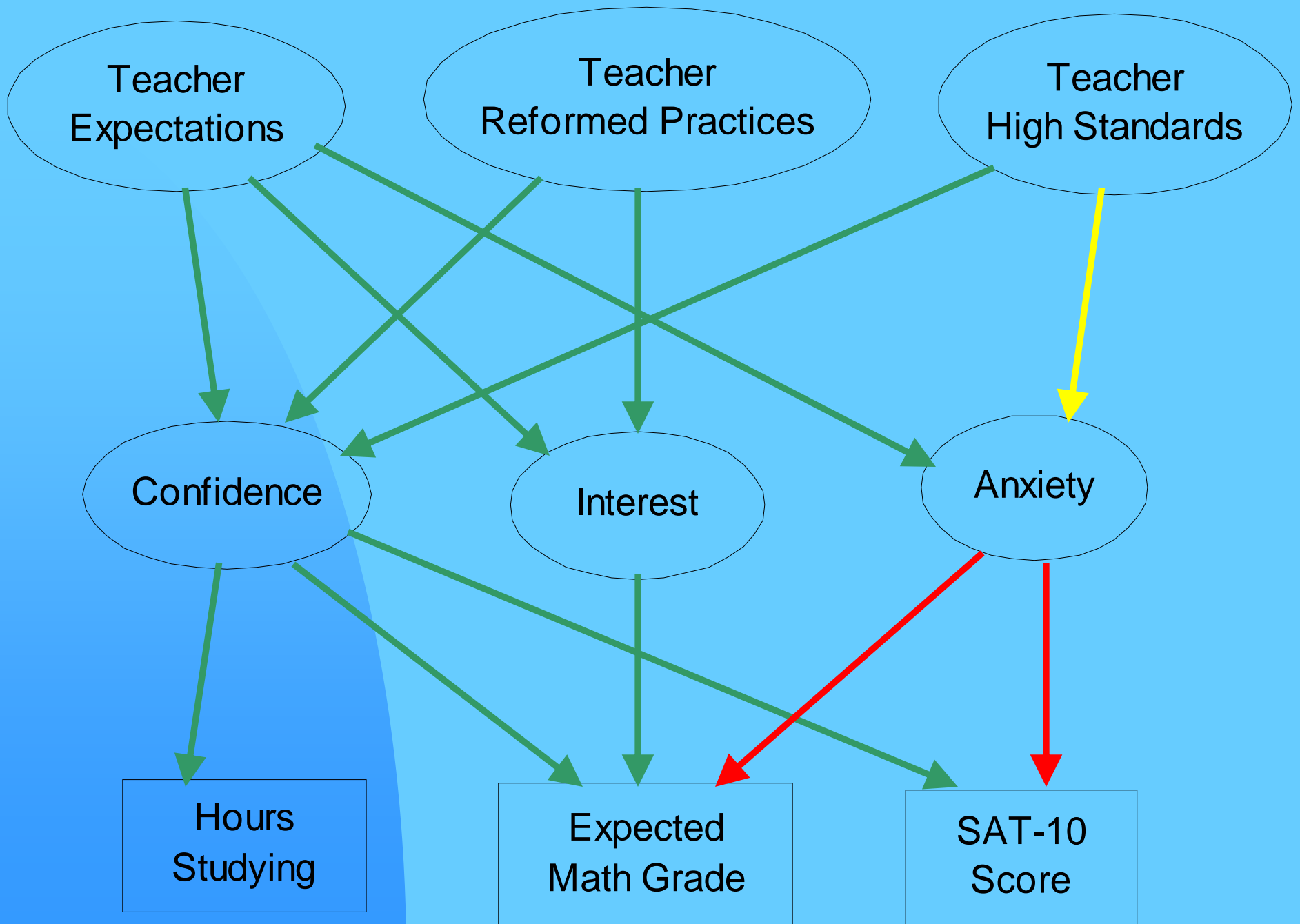
School
Behavior

School Attitudes
and Beliefs

Academic
Performance

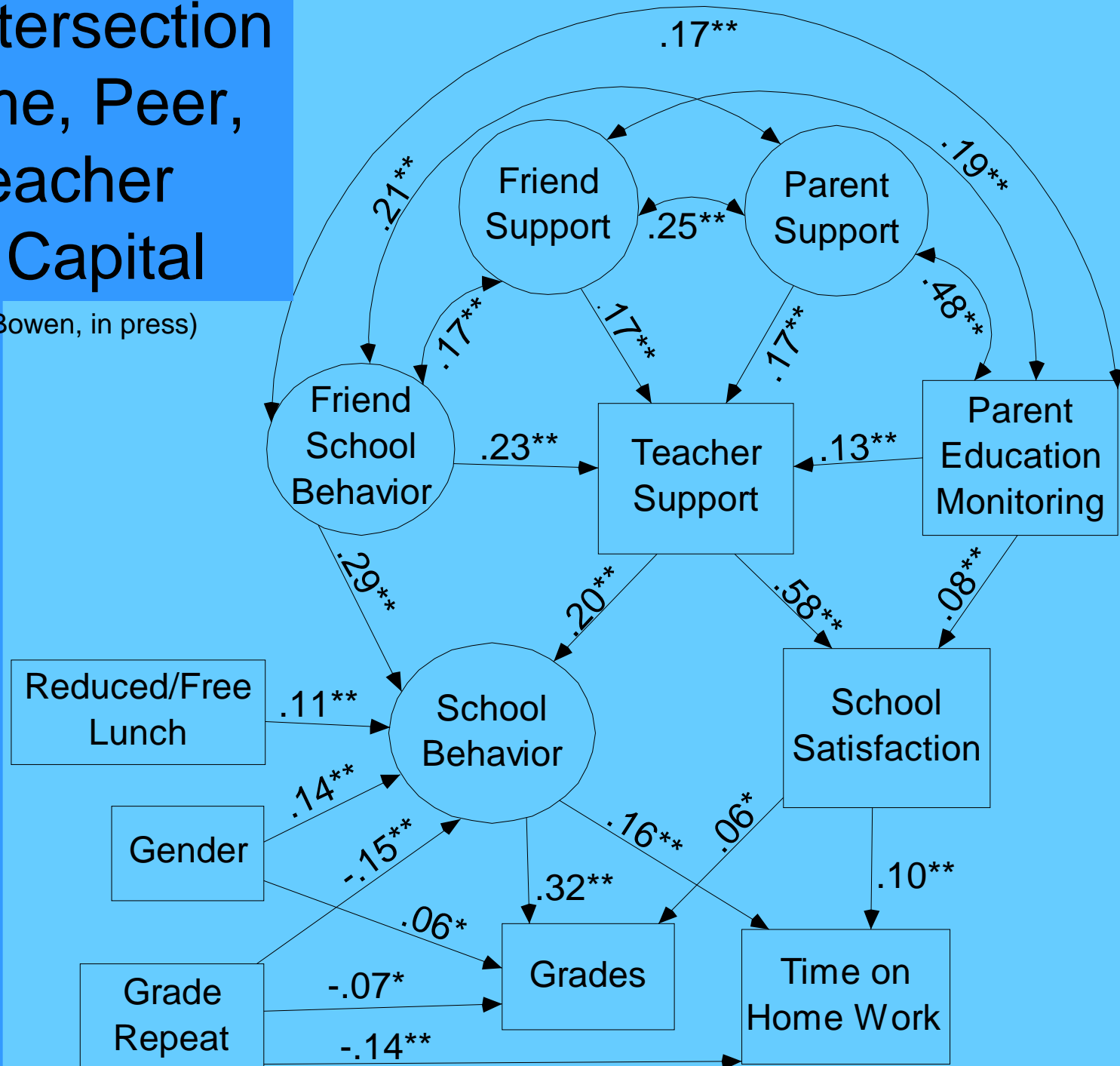
The Critical Role of ESP

- Valerie Lee and colleagues using data from the Chicago Public Schools collected by the Consortium for School Research found that students need a combination of Press and Support in the School Climate to achieve.
- Support from Teachers is consistently the most influential social environment factor.
- Teacher expectations have an influence on both student school psychological outcomes and indirectly on academic outcomes.
- Social Support at Home and from Peers intersects with Teacher Support



The Intersection of Home, Peer, and Teacher Social Capital

Woolley, Kol & Bowen, in press)



Applying Social Capital and ESP to School Turnaround

- Are there sources of social capital in a school that can be maintained through the turnaround?
- What are the messages that students and families receive in the turnaround process, both intended and unintended?
- What are the messages staff and faculty receive?
- How can positive expectations, social support, and ultimately academic press to achieve be build in the new school structure and climate?

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Practice Principles for Creating School Social Capital and a Positive School Climate

1. Ongoing Assessment of the Social Environments of Students
2. Adults are the Key
3. Build Parent-School Connections
4. Build Community Partnerships
5. Open and Inclusive Governance
6. Create Culture of Peace including Bullying/Teasing Prevention

(Informed by Woolley, 2006)